DOCUMENT RESUME

ED 249 377 CE 039 823

AUTHOR Cave, Julie; And Others
TITLE Health Services: Clinical. Dietary Aide. Instructor's Manual. Competency-Based Education.
INSTITUTION Kentucky State Dept. of Education, Frankfort.
PUB DATE 83
NOTE 101p.; For related documents, see CE 039 821, CE 039 825, CE 039 827 and CE 039 829.
AVAILABLE FROM Kentucky State Department of Education, Director for Curriculum Development, 2024 Capital Plaza Tower, Frankfort, KY 40601.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Allied Health Occupations Education; Behavioral Objectives; Classroom Techniques; *Competency Based Education; *Dietetics; Employment Opportunities; *Food Service; Food Standards; Health Services; Hospital Personnel; Instructional Materials; Learning Modules; Lesson Plans; Medical Services; Medical Vocabulary; *Nutrition; Postsecondary Education; State Curriculum Guides; Student Needs; Teaching Methods; Vocabulary
IDENTIFIERS *Dietary Aides; Kentucky; *Patient Care; Special Needs Students

ABSTRACT

This instructor's manual consists of materials for use in presenting a course in the occupational area of dietary aide. Included in the first part of the guide are a program master sequence; a master listing of instructional materials, equipment, and supplies; an overview of the competency-based vocational education (CBVE) system; and guidelines and strategies for addressing students with special needs. The major part of the publication comprises instructor's guide sheets, master copies of the instructor's final checklist, master copies of the check-out activity sheets, answer keys for the check-out activity sheets, a listing of recommended references for the dietary aide modules, and student modules. Provided in the student modules are learning activities, instruction sheets, and self-check activities dealing with the following topics: learning about dietary careers, learning dietary terminology, serving the patient, preparing patient trays, and preparing dietary supplements. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED249377
EDUCATIONCOMPETENCY-BASEDEDUCATIONCOMPETENCY-BASEDEDUCATIONCOMPETENCY-BASEDE

Instructor's Manual

for

HEALTH SERVICES: CLINICAL

Dietary Aide

Materials Developed By:

Julie Cave
Health and Personal Services Occupations Unit
Division of Post-Secondary Program Management
Bureau of Vocational Education
Kentucky Department of Education

Materials Revised By:

Judy Russell Walters
Unit for Curriculum Development
Division of Materials and Curriculum
Office of Research and Planning
Kentucky Department of Education

Materials Edited By:

Bobby Crosswhite
Office of the Superintendant of Public Instruction
Kentucky Department of Education

1983

TABLE OF CONTENTS

	Page
FOREWORD	v
ACKNOWLEDGEMENTS	vi
PROGRAM MASTER SEQUENCE	vii
HEALTH SERVICES: CLINICAL COMPETENCIES (SAMPLE EVALUATION)	viii
A MASTER LISTING OF INSTRUCTIONAL MATERIALS, EQUIPMENT, AND SUPPLIES	x
OVERVIEW OF THE CBVE INSTRUCTIONAL SYSTEM	1
Competency-Based Vocational Education	3
Using the Instructor's Manual	3
Managing a CBVE Program	4
ADDRESSING STUDENTS WITH SPECIAL NEEDS	7
Identifying Students with Special Needs	9
Formulating a Basic Approach to Teaching	9
Using Special Strategies	10
Redirecting Teaching Strategies Usually Used	11
INSTRUCTOR'S GUIDE TO LEARNING ACTIVITIES	17
RECOMMENDED REFERENCES LISTING FOR THE DIETARY AIDE MODULES	53

[Student Package]

FOREWORD

The purpose of this instructor's manual is to aid the instructor in managing the use of modules for Health Services: Clinical Area of the Dietary Aide. Review the TABLE OF CONTENTS for the location of the Instructor's Guide Sheets for these modules.

A PROGRAM MASTER SEQUENCE, a HEALTH SERVICES: CLINICAL COMPETENCIES (Sample Evaluation) for the dietary aide, and a MASTER LISTING OF INSTRUCTIONAL MATERIALS, EQUIPMENT, AND SUPPLIES have been prepared to provide an over-all view of the program and the instructional needs.

To aid the instructor in understanding competency-based vocational education, a section is provided about the CBVE instructional system. For helping the instructor meet the needs of special students, a section about identifying students with special needs, formulating a basic approach to teaching these students, and using special strategies and redirecting teaching strategies is provided.

A RECOMMENDED REFERENCES LISTING FOR DIETARY AIDE MODULES has been prepared, so the instructor can post the required readings for the modules. During orientation to the use of modules, the instructor can explain the use and location of the reference listing. This will aid classroom management.

ACKNOWLEDGEMENTS

The Health Services curriculum effort is the result of the contributions of a number of people. We wish to thank each of the following individuals for their part in this endeavor.

- For field testing the Health Services--Clinical modules:

Linda Craig
Clinton County AVEC
Albany, KY

Diane Sharp
Health Services
Laurel County High
London, KY

Elizabeth Erwin
Barren County AVEC
Glasgow, KY

James Isenberg
Barren County AVEC
Glasgow, KY

Searoba Wilson
Bowling Green SVTS
Bowling Green, KY

- For support services from the Office of the State Superintendant of Public Instruction:

Editor

Bobby Crosswhite

- For support services from the Unit of Curriculum Development:

Word Processor Typists

Renita Van
Sheila Warren

Artists

Mildred Hackney
Gladys Owens

PROGRAM MASTER SEQUENCE

HEALTH SERVICES: CLINICAL

Dietary Aide

Code Number	Module Title	Module Stock Number
HS-DI-1	Learning About Dietary Careers	5-970
HS-DI-2	Learning Dietary Terminology	5-971
HS-DI-3	Serving the Patient	5-972
HS-DI-4	Preparing Patient Trays	5-973
HS-DI-5	Preparing Dietary Supplements	5-974

HEALTH SERVICES: CLINICAL COMPETENCIES

DIETARY AIDE--D.O.T. #355.677-010

(Sample Evaluation)

Student's Name: _____

Address: _____

Date Entering Program: _____

Date Completing Program: _____

Evaluation Code*:

0. The task was not applicable.
1. The student completed the task with close supervision.
2. The student completed the task with limited supervision.
3. The student completed the task without supervision.
4. The student completed the task at job-entry level.

EC*	TASK LIST	MODULE NUMBER
_____	1. Name the national accrediting agency for dietary personnel.	HS-DI-1
_____	2. Draw an organizational chart of the dietary department.	HS-DI-1
_____	3. Demonstrate a knowledge of dietary terminology.	HS-DI-2
_____	4. Practice safety in the dietary department.	
_____	5. Identity standard, regular, soft, clear, and full liquid diets.	
_____	6. Identify special diets: bland, sugar-free, low sodium.	
_____	7. Serve food trays.	HS-DI-3

EC*		TASK LIST	MODULE NUMBER
	8.	Set up patients' trays.	HS-DI-4
	9.	Prepare dietary supplements.	HS-DI-5
	10.	Pick up patients' trays.	
	11.	Distribute patient menus.	
	12.	Assist patients in filling out menus.	
	13.	Collect patient menus.	
	14.	Restock shelves.	
	15.	Requisition supplies.	
	16.	Take inventory.	
	17.	Prepare simple foods.	
	18.	Assist in preparing special diets.	
	19.	Move tray carts to floor.	
	20.	Identify procedures to be used in delivering trays to isolation patients.	
	21.	Deliver early trays.	
	22.	Scrape food from dishes into garbage disposal.	
	23.	Deliver food carts to proper nursing stations and have delivery sheet signed.	
	24.	Pick up carts from floors.	
	25.	Place silver in soak sink.	
	26.	Put paper and plastic items in proper containers.	
	27.	Send dishes, glassware, silver, and trays through dishwashing machine.	
	28.	Place clean dishes in lowerators and return to cafeteria serving areas.	
	29.	Return silver in cylinders to serving area.	
	30.	Return trays to serving line.	
	31.	Clean dishwashing machine and room, storeroom, and floor areas behind serving line.	
	32.	Prepare serving counter for service.	
	33.	Serve food at assigned station throughout serving period.	
	34.	Clear counter of food at end of serving period.	
	35.	Perform assigned cleaning duties.	
	36.	Collect and place garbage and trash in designated containers.	
	37.	Prepare hot and cold beverages.	

EC*	TASK LIST	MODULE NUMBER
____	38. Deliver late trays.	
____	39. Clean carts.	
____	40. Restock isolation trays, silverware, and plastic bags.	
____	41. Assemble serving utensils.	
____	42. Pour juices for breakfast.	
____	43. Serve meat and potato items.	
____	44. Wrap silverware.	
____	45. Rinse and stack all soiled items.	
____	46. Collect garbage from all dietary areas.	
____	47. Clean sinks.	
____	48. Rinse pots and pans.	
____	49. Wash soiled pots and pans.	
____	50. _____	
____	51. _____	
____	52. _____	
____	53. _____	
____	54. _____	
____	55. _____	

MASTER LISTING OF INSTRUCTIONAL MATERIALS, EQUIPMENT, AND SUPPLIES

- Recommended References:

Bureau of Labor Statistics, Occupational Outlook Handbook, 1978-79 Edition. Bulletin 1955. Washington, D.C.: Superintendant of Documents, U.S. Government Printing Office, 1978.

Hospital Research and Educational Trust, Being a Food Service Worker--Instructor's Manual. Bowie, MD: Robert J. Brady Company, 1967.

Hospital Research and Educational Trust, Being a Food Service Worker--Student's Manual. Bowie, MD: Robert J. Brady Company, 1967.

Medved, The World of Food. Columbus, OH: Ginn and Company, 1981.

Taber's Cyclopedic Medical Dictionary. Philadelphia, PA: F.A. Davis Company, 1977.

U.S. Department of Labor, Dictionary of Occupational Titles. Washington, D.C.: Superintendent of Documents, U.S Government Printing Office, Fourth Edition.

- General Instructional Equipment:

--Film projector
--Filmstrip projector
--Cassette tape player/recorder
--Overhead projector
--Projection screen

- Equipment and Supplies:

--Food tray
--Hospital bed
--Patient's table
--Foods for serving
--Food preparation equipment
--Food service equipment

OVERVIEW OF THE CBVE INSTRUCTIONAL SYSTEM

Competency-Based Vocational Education

Using the Instructor's Manual

Managing a CBVE Program

Competency-Based Vocational Education

The purpose of this manual is to aid the instructor in implementing a competency-based instructional program. It is intended as a guide and resource for the teacher using CBVE modules or task assignment sheets.

CBVE is based on competency. The instructional system incorporates (1) the competencies for specific occupations built around worker tasks (2) performance objectives and (3) the specified minimum standards of performance required for entry-level jobs. The performance objectives include: (1) the skills (or tasks) which the student must learn; (2) the conditions under which the student must perform; and (3) the standard or level of achievement to which the student must perform. The learning activities are directly related to job skill.

In addition to competency development, the materials address (1) readability; (2) variety of learning activities; (3) elimination of sex stereotyping; and (4) curriculum modification for disadvantaged and handicapped students.

The Curriculum Unit which develops and implements competency-based instructional materials is located in the Kentucky Department of Education, Office of Research and Planning, 1912 Capital Plaza Tower, Frankfort, KY 40601.

In addition, each vocational region has a CBVE Contact Person to assist with implementation. Any problems or concerns about your CBVE program should be discussed with your Regional Contact Person.

Each teacher is to receive inservice involving how to conduct a competency-based program and utilize competency-based materials prior to implementation. In addition, Inservice Education modules are available as references, giving detailed suggestions for setting up and managing a CBVE program.

Using the Instructor's Manual

This instructor's manual is divided into three sections: course introduction, program organization, and an instructor's guide to learning activities.

The Instructor's Guide to Learning Activities is the heart of this manual. It contains a brief listing of the contents of each module with suggestions for their use. Removing the guide sheets and filing them with the corresponding modules will give the instructor the complete materials for lesson planning in one place.

Format is consistent throughout all modules. Each contains the same basic components:

Introduction - tells the student what he/she will learn and why it is important.

Directions - lists any prerequisites to the module and directs the student to either the learning activities or check-out activity.

Objectives - clearly state what the student is expected to know or do, under what conditions, and how well.

Learning Activities - a "road map" for the student to follow in going through the module or assignment sheet; lists the various activities the student will perform in learning the task.

Instruction Sheets - may be job sheets, information sheets, etc., that provide the student with important information or practice.

Student Self-Checks - brief, objective tests that serve as progress checks for the student; usually cover the cognitive information presented in the module.

Instructor's Final Checklist - tells the student and the instructor exactly what the student will be evaluated on in the check-out activity; the instructor uses this sheet to rate the student's performance.

Check-Out Activity tells the student what he/she will be asked to do for the final test or performance.

The Instructor's Guide Sheets in this manual present the essential information in the modules in capsule form. In addition, they list: notes and suggestions for instruction; the recommended references and audiovisuals; necessary tools and equipment; and space for teacher's notes.

The modules are designed to be left intact. Students should be reminded not to write on any of the pages. In some cases, they will be required to obtain duplicates or sheets like the ones shown. A supply of all master copies the instructor elects to use should be made in advance and filed with the modules or placed in a file for ready use.

There are also pages that the student needs that are not contained within the modules. These are usually the check-out tests, but they may also be other materials which are supplemental to the actual module. These pages should also be filed separately and kept by the teacher. They should be accessible to the students at the appropriate time.

Managing a CBVE Program

Managing a CBVE program is no easy task. However, if time and care are taken in setting up the program, it can be managed with a minimum of difficulty. The important thing is to implement a system that will work in your classroom, and then carry it through consistently. For example, you will want to establish some procedures for the storage and use of modules, student folders, reference books, slide-tape presentations, audio-visual equipment, etc. Refer to Module IE-8, "Managing a CBVE Program" for specific suggestions.

As with any change or innovation in classroom procedure, students will be more receptive to CBVE if you spend time orienting them to the new way of doing things. When you first implement your program, set aside a day or two to familiarize students with the modules or task assignment sheets and accompanying media. Demonstrate the proper use of the audio-visual equipment. Familiarize students with your management system, i.e., where to obtain modules or assignment sheets and return them when completed, where to file check-out activities, etc. Remember that your enthusiasm about CBVE is catching! If students see that you believe in CBVE they will much more likely accept and use it. Don't forget to orient additional students who come into your program later in the year. (For more suggestions, see Module IE-8, "Managing a CBVE Program.")

Since student demonstration of competency in a task is an essential concept in CBVE, the modules or assignment sheets have been designed for individualized instruction. This does not mean that material cannot occasionally be presented in large or small group settings. Some lessons, such as safety, might best be presented to the whole class, but students must individually demonstrate their knowledge of safety procedures and practices. In some programs, small group discussion may facilitate the understanding of some concept, or a team of three to four students might work together on some project. When checking out, however, each student must be able to demonstrate his/her competence in performing each task. See Module IE-8 for additional suggestions.

Teachers often ask about grading students. There is no easy solution to the problem of grading in a competency-based program. Some suggestions are given in Module IE-9, "Evaluating Students and Keeping Progress Records." The primary basis for grading is student performance on the Instructor's Final Checklist. You must devise a system of assigning grades. (See IE-7, "Evaluating Students and Keeping Student Progress Records.")

ADDRESSING STUDENTS WITH SPECIAL NEEDS

Identifying Students with Special Needs

Formulating a Basic Approach to Teaching

Using Special Strategies

Redirecting Teaching Strategies Usually Used

ADDRESSING STUDENTS WITH SPECIAL NEEDS

Some students may need special help in achieving competency. Ideas are presented here for helping identify those students and modifying materials and techniques to help them succeed.

Identifying Students with Special Needs

Generally speaking, those students who cannot succeed in the regular vocational education programs without special help are termed "students with special needs" (Vocational Educational Act of 1963 and Amendments). Persons most likely to be identified as students with special needs are the academically and economically disadvantaged and the handicapped--the mentally retarded, deaf and hard of hearing, speech impaired, emotionally disturbed, orthopedically (physically) impaired, health impaired, and learning disabled.

The handicapped are further identified as those (1) with a physical or mental disability that substantially impairs one or more major life activity--walking, seeing, hearing, speaking, working, or learning; (2) who have a record or history of such impairment or condition; and (3) are regarded as having an impairment (Rehabilitation Act of 1973). Women, minorities, the limited English speaking, and others likely to be underemployed or striving for equal opportunity in employment, when meeting the criteria for academic or economic deprivation, are specifically identified in the disadvantaged group to be given special help.

Formulating a Basic Approach to Teaching

Society recognizes the right of every individual to an appropriate education, and the law mandates giving persons with special needs an equal chance. In brief:

1. The Vocational Education Amendments of 1976 give special emphasis to developing and providing programs of vocational education for "those with special educational handicaps" and reserve moneys to do so.

2. The Education for All Handicapped Children Act of 1975 assures that all handicapped children between the ages of three to twenty-one have available to them a free, appropriate public education which relates to their unique needs and is provided in the least restrictive environment.

3. The Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap in any program or activity receiving federal financial assistance and directs employers to take affirmative action in hiring handicapped people.

4. The Education Amendments of 1972 prohibit discrimination on the basis of sex in educational programs receiving or benefiting from federal financial assistance.

5. The Civil Rights Act of 1964 prohibits discrimination in employment on the basis of sex, race, color, religion, or national origin in any program or activity receiving federal financial assistance--including training for employment.

We must, then, provide equal opportunity to learn in our instructional processes.

Basically, an approach to teaching which recognizes individual differences in all students provides the best atmosphere for disadvantaged and handicapped students. This approach allows students to work at different rates; involves large group, small group, and individual instruction; incorporates a variety of instructional materials, media, and teaching techniques; and involves a variety of learning activities--reading, doing, discussing, listening, viewing, experiencing, sharing, cooperating, relating, using the senses, etc. It gives disadvantaged and handicapped students the dignity of exploring, learning, and facing the same experiences and responsibilities as other students, without limiting their possibilities by stereotyped concepts of what they can or cannot do.

It involves being organized, with students completely familiar with the teaching/learning plan. When beginning a CBVE class, for example, explain what learning to attain competencies means, how the students will carry out their work, how to use the modules, where to find materials, how and when tests will be given, how "passing" or competency is determined, and what your role as a teacher is.

It also means teacher direction for those students who are not self-directed learners--those with poor academic backgrounds who thrive on teacher interaction and need immediate feedback, instruction simplified, procedures modified, social development as well as specific job skills, role models, or other special aid. For these students, the learning activities described in the modules may become the teacher's lesson plan and utilized in large-group and small-group settings before the individual student attempts doing learning activities alone. The teacher-directed class might proceed as follows: teacher introduction to tasks to be performed by module or cluster of modules, explanation of what is to be learned and why, presentation of information in small chunks, demonstration of how, student tryout and practice, time for questions and answers, trial test followed by reteaching, and evaluation. The teacher will employ a variety of strategies to address the learning needs and styles of the student.

Using Special Strategies

In order to determine the most appropriate teaching strategies, assess the class for kinds of special help required, and develop a plan for meeting any unique needs. Refer to Mainstreaming Guidebook for Vocational Educators by Dahl, Appleby, and Lipe, Olympus Publishing Company, Salt Lake City, Utah 84105, for modifications and general classroom strategies for meeting the unique needs of the different handicapped populations.

Also, enlist the advice and help of employers, support personnel, and agencies and organizations serving disadvantaged and handicapped populations in your school system and geographic area.

Redirecting Teaching Strategies Usually Used

Many of the strategies usually used with regular students may be redirected or modified and also provide effective learning activities for students with special needs. An explanation of how this may be done follows.

AUDIO-VISUALS (films, filmstrips, slide/tape, videotapes, and ETV and commercial television programs). The combination of sight and sound provides more effective communication than either sight or sound alone. Audio-visuals may be used to supplement or replace other methods of presenting information. The hearing impaired will require captioning, signing, or a printed script written at the appropriate reading level or presenting only essential details. The visually impaired may glean information from the sound source, but additional explanation will need to be provided for any visual display of information which is not explained adequately by the narration. Some audio-visual presentations, particularly 8 mm and 16 mm films, may move too fast for the information to be grasped and need to be evaluated with this in mind.

CONTACT WITH WORK ENVIRONMENT. Handicapping conditions, limited finances, geographic isolation, cultural difference, limited communication skills, and social isolation have caused disadvantaged and handicapped persons to have little contact with the world of work. Familiarity with the work setting in which a particular job takes place, relationships with other workers, business use of the telephone, relationship of one's job to other jobs in the same business are just a few examples of areas where special students may require special exposure by means of field trips, spending a day on the job, viewing films, or having additional training sessions.

NOTE: For those with physical impairments, field trips, on-site job observations, and work experience opportunities will be limited to "accessible" businesses in the community. Before deciding where to go, determine whether the facilities are accessible.

DEMONSTRATION AND TRYOUT. Demonstration by teacher, experienced workers, and previously trained students provide reliable role models for learners. Steps, procedures, precautions, physical manipulation, and techniques are imprinted visually in the order and at the time they should occur in task performance. Immediate tryout of the task following the demonstration or an immediate attempt of each step, technique, or procedure as it is demonstrated provides students direct involvement, permits correction and clarification, and promotes retention. Tryout also identifies areas in performance steps, techniques, tools, and work environment where handicapped students need to have modification in order to perform tasks and meet industry standards.

ELIMINATION OF STEREOTYPING. Disadvantaged and handicapped people face more than the sex role stereotyping myths in their quest for employment. The following are just a few examples: "Deaf people are dumb." The best job for blind people is tuning pianos." "He'll never be able to do that; he's a cripple." "Mr. _____ was no good; so will be his son." "She can

never do that; her parents didn't go to college." In addition to overcoming the unfounded assumptions of others, disadvantaged and handicapped often have equal misconceptions about themselves thinking: "I can never do that." "_____, who is deaf does assembly line work; that's what I'll do, too." "I'll never be anybody."

Overcoming stereotyping may begin with using sex fair instructional materials and media, exploring interests and abilities, exploring two or three nontraditional jobs, or complimenting accomplishments. It may include planning how to reach an educational goal, providing role models (person with like handicap or socioeconomic background who has succeeded), as well as observing persons in nontraditional work roles. It means doing whatever raises aspirations and increases self-worth. It means attempting to eliminate underemployment.

EMPLOYER INVOLVEMENT. Programs with employer input are more practical and in line with the current needs of the job market. Employers who make input feel a special kinship to the program and get a chance to see the students before meeting them in the job market.

For disadvantaged and handicapped students, employer involvement offers a very special opportunity to remove common misconceptions about their capabilities. It enables employers to help with any modification needed, see students performing tasks, and observe how the students relate to others. It gives students a chance to prove that they can do the work, that they will not endanger themselves or others, and that they will not increase expenses. These are major employer concerns. Both students and teachers should be prepared to provide reassuring answers and evidence to show there is no more risk than with the nonhandicapped.

Employers may be involved by giving class presentations; giving suggestions for program improvement and modifications; conducting mock interviews; and providing work experience, observations and worker interviews, job analysis, etc.

HANDS-ON EXPERIENCES, PROBLEM SOLVING, PERSONAL INVOLVEMENT (work samples, tryout exercises, games, role playing). Being involved in a sample of work through completing a product, performing related paper work, or role playing interpersonal relationships on the job keeps students interested, holds attention to the learning tasks, and injects the realities of working and job performance in the teaching/learning situation. It makes the student feel that the instruction is practical and valuable. Accomplishment means "qualified for work"--a great boost to self-esteem for those who doubt self-worth.

The instructor and other students should avoid taking over when handicapped students are awkward or slow in completing a task. The student cannot master the skill if someone else does it.

ILLUSTRATIONS (pictures, graphs, bulletin boards, transparencies, and other visuals). The disadvantaged, the mentally retarded, and the hearing impaired, particularly, are especially oriented to visual methods of learning. Other students, with the exception of the blind and some visually impaired, will appreciate visual presentation of information to

be learned. Student handouts, with the steps to a task illustrated and briefly and simply explained are especially helpful. Captioning and brief explanations are important supplements. Many illustrations may be adapted for the visually impaired by making them tactile (so that they can be felt). Sometimes enlarged print and bold outlines help.

INTERACTION; INDEPENDENCE. Economic deprivation, geographic isolation, cultural isolation, and restrictions on mobility and social relationships imposed by physical impairments have limited the experiences of the disadvantaged and the handicapped in the community at large. Many have no previous work experience, little observation of the worker's daily routine, and limited social experiences. They have been sheltered at home, absent from the scene, at best onlookers.

So that they will not continue in this role after vocational training, experiences in the community and involvement with nonhandicapped people and other students are of utmost importance. These students, as well as their families and the working community, need proof that they can function independently and competently. They need to establish contacts who can serve as references to recommend them as competent workers who can relate to others.

Field trips, worker interviews, cooperative work experience, spending a day on the job, giving talks before civic groups are, therefore, important to the acclimation of disadvantaged and handicapped students to the world of work. Participating in team work projects with other students; pairing with a slower or faster learning peer; pairing with a nonhandicapped, a nondisadvantaged, or person from another race or culture will help foster understanding and promote learning communication skills. Teaching special units dealing with related communication and social skills will also be necessary; for example: office etiquette, relationships with employer and other employees, daily work expectations which are not direct task performance, telephone skills, appropriate dress and grooming habits, to name a few.

LISTENING (explaining, discussing, reacting orally). Learning by listening is an important tool to the disadvantaged, the visually impaired, speech impaired, learning disabled, and others who "prefer to be told" or "have to be told" rather than read about it.

The visually impaired require identification of familiar sounds in the work place to determine location of different work areas, equipment functions, and hazards. The hearing impaired require sight substitutions, such as indicator lights, for critical sounds they cannot hear. They may use lip reading, interpreting, and sound conduction or amplification devices. The retarded need to become accustomed to the sounds of the work place so that they can work without being distracted. The speech impaired need to be accorded the right to listen although they may have trouble participating, or not be able to participate orally.

When information is presented for listening, instruction in how to listen (what to listen for) is important. An outline of the information presented, supplemented by visuals, tryout exercises, showing, completion

of a guidesheet questions to be answered, analysis of cases or problem situations, or other application activities will enhance use and retention of information heard.

Listening is a vocational skill as well as a learning skill. Workers must be able to receive information by listening as well as provide information for listening. Most on-the-job instruction is given orally. Explanation must be given to and received from customers, co-workers, and supervisors.

READING HELPS. Being fluent in the technical vocabulary or language of the job and able to read at the level required by the job is a part of occupational competency. On-the-job reading requirements may vary from the reading of signs to following instructions given in technical manuals. The instruction given in reading, then, for vocational purposes, will depend on the reading skills possessed by the student and the reading requirements of the job. Whether or not a supplemental class in remedial reading is offered, the vocational instructor will find providing reading helps also helps provide job skill.

Braille materials, large print textbooks, magnifying devices, and recordings may be provided for the visually impaired. Materials may be simplified or outlined for the hearing impaired and others with limited language skills. The native language may be supplied above the English for critical information in textbooks used by the limited English-speaking. Familiarity with the setting in which the printed information is applied may be given via field trips, demonstrations, or films to make reading easier and more meaningful.

Students with exceptional reading problems may require the help of a special reading teacher or be enrolled in a remedial reading program. Some schools employ vocational reading teachers to assist vocational students with developing vocational reading skills and doing the reading required in their programs.

RECORDING AND RECORDINGS (tapes, records, radio programs). Information may be presented and gained by listening to recorded information rather than reading. This strategy will aid the nonreader, the poor reader, the visually impaired, the learning disabled, and others through use as a variation of teaching technique. Recording is also a useful tool for the deaf in notetaking; the recording script may be transcribed into print later by a hearing individual. It will also provide instruction for those who have missed initial classroom presentation of information or who need review. Recordings may be supplemented by slides and pictures.

RELATED MATH. Competency in math, like competency in reading, is more critical to some jobs than to others. Math is best taught in relation to the task of which it is a part. This instruction should incorporate basic math and remedial math instruction as needed. A cooperative or team teaching effort with the math teachers or related math instructors in the school will relieve the burden on the vocational instructor. Enough practice and application exercises should be provided to insure retention of the math operations involved. It is helpful to compile a list of the

math competencies needed to complete the training program, prepare an assessment test to determine student skills, and plan in the beginning a program which the student can follow to attain the basic math competencies prerequisite to the course. If the skills cannot be acquired simultaneously to the job skill training program, the student should postpone entry into the course until the prerequisite skills are attained. It may be necessary to prepare a special manual and modules to provide the related math instruction.

REMEDIAL AND RETENTION EXERCISES. Doing learning activities does not necessarily make students occupationally competent. Performance must be observed, misunderstandings clarified, procedures and techniques corrected, and repetition called for at future time. Lesson planning should anticipate theory and tasks with which students are likely to have difficulty, include additional practice exercises, and provide alternate approaches to teaching. Repetition for retention should be provided, such as repetition of information in different media presentations or use of different types of application exercises. Review sessions, keeping notebooks, completing work samples, doing live work, and solving cases will also help.

SAFETY. The Occupational Health and Safety Act has increased employer concern for safety and underscored the importance of providing safety instruction along with task performance. It is especially important for the handicapped in two ways: (1) to overcome employer concern about the handicapped person's ability to take care of himself/herself and not endanger the lives of others; (2) to identify and deal with situations which are hazardous for persons because of particular handicaps.

To meet these needs for safety instruction, the handicapped student not only needs the basic or general safety instruction related to the occupation but safety instruction or special safety provisions needed for a person with his/her particular handicap. An example is the installation of a blinking light to tell a person who is deaf that equipment is running.

NOTE: The Kentucky Department of Labor, Occupational Safety and Health Program, Division of Education and Training, Frankfort, Kentucky 40601, Phone: (502) 564-6895, offers training programs to help vocational instructors teach safety.

SUPPORT SERVICES. Some students will require emotional, social, and financial support in order to succeed in the instructional programs. Others will need career counseling and special assistance in becoming employed. Government agencies, special schools, special personnel, and organizations for disadvantaged and handicapped persons can provide this help. The following are examples and should not be considered an all-inclusive list: resource room teachers, rehabilitation counselors, guidance counselors, tutors, remedial teachers, instructors in special schools, occupational therapists, diagnostic specialists, media personnel, handicapped workers, workers who are members of a minority group, social workers, and others who can serve as role models. Survey the community to identify who serves the needs of disadvantaged and handicapped persons in your area and incorporate their assistance in related learning activities.

UNIQUE MODIFICATIONS (modified equipment, tools, learning aids, changes in work environment, adaptations in course or training program content). Some students require special help in meeting physical job requirements. When considering modification, it is important to concentrate on what the student can do. If at all possible, enable the student to function in the work environment as it is usually found. Employers look favorably on handicapped persons with this kind of preparation.

Rehabilitation centers; organizations and schools for the blind, deaf, dyslectic, disabled, and the mentally handicapped; and publishers and manufacturers of special instructional materials, aids, and equipment can offer aid in meeting unique needs. Consultation with special education personnel and rehabilitation counselors is a good starting point. The student should also be asked to make suggestions.

Care should be taken to insure occupational competency. Prospective employers should be shown how the modification operates in the work setting and how it increases efficiency.

The previously described list of strategies is not exhaustive. Others may be added. All will need to be directed toward the occupation for which training is being given, the students enrolled, the availability of instructional materials, and the community. It is also important to remember that what works well for one group of students or a particular student will not necessarily work well for another.

INSTRUCTOR'S GUIDE

TO

LEARNING ACTIVITIES

Instructor's Guide Sheets

Master Copies of the Instructor's Final Checklist

Master Copies of the Check-Out Activity Sheets

Answer Keys for Check-Out Activity Sheets

LEARNING ABOUT DIETARY CAREERS

OBJECTIVE

Given a test about dietary careers, answer the questions. The test must be completed with 100% accuracy.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I DIETARY CAREERS.....	1

Student Self-Checks

I DIETARY CAREERS.....	3
II THE DIETARY DEPARTMENT OF THE HEALTH CARE FACILITY.....	6

Instructor's Final Checklist

LEARNING ABOUT DIETARY CAREERS.....	7

CHECK-OUT ACTIVITY

Obtain a copy of the Check-Out Activity Sheet, LEARNING ABOUT DIETARY CAREERS, from your instructor. Complete the test and return it to your instructor for evaluation.

Check-Out Activity Sheet

LEARNING ABOUT DIETARY CAREERS.....	7
LEARNING ABOUT DIETARY CAREERS--ANSWER KEY.....	7

RECOMMENDED REFERENCE

Hospital Research and Educational Trust, Being a Food Service Worker--Student Manual. Bowie, MD: Robert J. Brady Company, 1967.

LEARNING ABOUT DIETARY CAREERS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	If an audio-visual material about dietary careers is available, have the students view it. Then, discuss the information learned. Have the students read more about the tasks required for specific dietary careers using the reference(s) provided.	RECOMMENDED REFERENCES U.S. Department of Labor, Dictionary of Occupational Titles, Fourth edition, pp. 61-62. AND/OR Bureau of Labor Statistics, Occupational Outlook Handbook, 1978-79 Edition, Bulletin 1955, pp. 505-506. (Note: Both of the above references are available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C.)	
2	You may review the lesson in the Instructor's Guide for the student materials.	RECOMMENDED REFERENCE Hospital Research and Educational Trust, Being a Food Service Worker--Student Manual, Chapter 1, pp. 1-9. TEACHER'S REFERENCE Hospital Research and Educational Trust, Being a Food Service Worker--Instructor's Guide, Lesson 1, pp. 1-4.	
3	Student Self-Check		

LEARNING ABOUT DIETARY CAREERS

ITEM	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	Review the lesson in the Instructor's Guide for the student materials.	RECOMMENDED REFERENCE Hospital Research and Educational Trust, Being a Food Service Worker--Student Manual, Chapter 1, pp. 10-18. TEACHER'S REFERENCE Hospital Research and Educational Trust, Being a Food Service Worker--Instructor's Guide, Lesson 1, pp. 4-5.	
5	Provide additional directions for the students to use to complete this activity. Check each student's organization chart for a dietary department in a health care facility.		
6	Student Self-Check		
7	Provide a copy of the Check-Out Activity Sheet for each student's check-out activity. Check their answers using the Answer Key provided in this manual. Use the Instructor's Final Checklist to check each student's performance.	--Copies of the Check-Out Activity Sheet, LEARNING ABOUT DIETARY CAREERS. (A Master Copy and an Answer Key are provided in this section of the manual.) --Copies of the Instructor's Final Checklist. (A Master Copy is provided in this section of the manual.)	

CHECK-OUT ACTIVITY SHEET

LEARNING ABOUT DIETARY CAREERS

Directions: Answer the following questions. Then, return the test to your instructor for evaluation.

1. What is the nationally recognized accrediting agency for dietetic personnel?

2. Name four of the major areas of dietetics.

3. List five jobs in a dietary department of a health care facility.

CHECK-OUT ACTIVITY SHEET

LEARNING ABOUT DIETARY CAREERS

ANSWER KEY

1. American Dietetics Association (ADA)

2. Any four of the following:

   --Administration
   --Clinical
   --Community
   --Consultive services
   --Education
   --Research

3. Any five of the following:

   --Registered dietitian
   --Dietetic technician
   --Dietetic assistant
   --Dietetic or dietary aide
   --Dietetic clerk
   --Cook
   --Assistant cook
   --Food service worker (production area, produce preparation, tray assembler, cafeteria, dishwasher)

INSTRUCTOR'S FINAL CHECKLIST

LEARNING ABOUT DIETARY CAREERS

The student should be evaluated according to the performance ratings in the box. Indicate on a separate sheet of paper whether the student's performance for each item is Fully Accomplished, Partially Accomplished, Not Accomplished, or under certain circumstances, Not Applicable.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will decide which learning activities must be repeated.

Fully Accomplished	Partially Accomplished	Not Accomplished	Not Applicable

The student completed the Check-Out Activity Sheet, LEARNING ABOUT DIETARY CAREERS, with 100% accuracy..... [ ] [ ] [ ] [ ]

LEARNING DIETARY TERMINOLOGY

OBJECTIVES

(1) Given a list of commonly used dietary terms and a list of definitions or descriptions, match each term with its correct definition or description. This activity must be completed with at least 90% accuracy.

(2) Given a list of dietary department abbreviations, write the correct word(s) or phrase for each abbreviation. This activity must be completed with at least 90% accuracy.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I DIGESTIVE PROCESSES, NUTRITION, AND THE BALANCED DIET	1
II DIETS--TERMINOLOGY	2
III DIETARY PROBLEMS	3
Student Self-Check	
I DIETARY TERMINOLOGY	5
Instructor's Final Checklist	
LEARNING DIETARY TERMINOLOGY	6

CHECK-OUT ACTIVITIES

(1) Your instructor will provide a list of commonly used dietary terms and a list of definitions or descriptions. Match each term with its correct definition or description.

(2) Your instructor will provide a list of dietary department abbreviations. Write the correct word(s) or phrase for each abbreviation.

Check-Out Activity Sheets

DIETARY TERMINOLOGY	6
DIETARY TERMINOLOGY--ANSWER KEY	6
DIETARY DEPARTMENT ABBREVIATIONS	6
DIETARY DEPARTMENT ABBREVIATIONS--ANSWER KEY	6

LEARNING DIETARY TERMINOLOGY

RECOMMENDED REFERENCES

Hospital Research and Educational Trust, Being a Food Service Worker--Student Manual. Bowie, MD: Robert J. Brady Company, 1967.

Medved, The World of Food. Columbus, OH: Ginn and Company, 1981.

Taber's Cyclopedic Medical Dictionary. Philadelphia, PA: F.A. Davis Company, 1977.

LEARNING DIETARY TERMINOLOGY

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	A VOCABULARY LISTING is provided in this section of the manual for the students to use to check their answers.	RECOMMENDED REFERENCES Medved, The World of Food. AND Taber's Cyclopedic Medical Dictionary.	
2	A VOCABULARY LISTING is provided in this section of the manual for the students to use to check their answers.	RECOMMENDED REFERENCES Hospital Research and Educational Trust, Being a Food Service Worker--Student Manual. AND Taber's Cyclopedic Medical Dictionary.	
3	A VOCABULARY LISTING is provided in this section of the manual for the students to use to check their answers.	RECOMMENDED REFERENCE Taber's Cyclopedic Medical Dictionary.	
4	Provide further instructions for completing this learning activity.	--List of abbreviations used in the dietary department of the clinical facility. RECOMMENDED REFERENCE Hospital Research and Educational Trust, Being a Food Service Worker--Student Manual, Chapter 6, pp. 15-16.	
5	Student Self-Check		

LEARNING DIETARY TERMINOLOGY

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6	Provide a copy of each Check-Out Activity Sheet for each student.	--Copies of Check-Out Activity Sheet I, DIETARY TERMINOLOGY. (A Master Copy and an Answer Key are provided in this section of the manual.)	
	You will need to complete COAS #II according to your clinical facility. You will also need to produce an Answer Key.	--Copies of Check-Out Activity Sheet II, DIETARY DEPARTMENT ABBREVIATIONS. (A Master Copy is provided in this section of the manual.)	
	Use the Instructor's Final Checklist to evaluate each student's performance.	--Copies of the Instructor's Final Checklist. (A Master Copy is provided in this section of the manual.)	

INSTRUCTION SHEET I

DIGESTIVE PROCESSES, NUTRITION, AND THE BALANCED DIET

1. Amino acids--the building blocks of which proteins are constructed; they are the end-products of protein digestion.

2. Balanced diet--a diet that is adequate in energy providing substances, tissue-building compounds, inorganic chemicals, and substances for certain physiological processes.

3. Bulk or roughage--indigestible fiber of fruits, vegetables, and cereals which acts as a stimulant to aid intestinal peristalsis.

4. Calorie--a unit of heat.

5. Carbohydrates--nutrients that provide energy. Carbohydrates are found in whole grains, vegetables, legumes (peas and beans), tubers (potatoes), fruits, honey, and refined sugar.

6. Complete protein--protein containing all the essential amino acids.

7. Daily Food Guide--a list of foods needed from the Vegetable-Fruit Group; the Bread-Cereal Group; the Milk-Cheese Group; the Meat-Poultry-Fish-Beans Group; and the Fats-Sweets Group.

8. Digestion--the process by which food is broken down mechanically and chemically in the gastrointestinal tract and converted into absorbable forms.

9. Elimination--the excretion of waste products by the skin, kidneys, and intestines.

10. Enzyme--an organic catalyst produced by living cells but capable of acting independently.

11. Fat soluble vitamins--vitamins A, D, and E.

12. Incomplete protein--protein lacking one or more of the essential amino acids.

13. Menu planning--the process of planning balanced meals.

14. Metabolism (anabolism and catabolism)--the sum of all physical and chemical changes that take place within an organism.

15. Minerals--inorganic elements occurring in nature; essential nutrients for body processes.

16. Nutrients--food that supplies the body with its necessary elements: carbohydrates, protein, fat, vitamins, and minerals.

INSTRUCTION SHEET I, (page 2)

17. Nutrition--the sum total of the processes involved in the taking in and utilization of food substances by which growth, repair, and maintenance of activities of the body as a whole or in any of its parts are accomplished.

18. Recommended Daily Dietary Allowances (RDA)--recommendations for the amounts of nutrients that should be eaten daily as set by the Food and Nutrition Board of the National Research Council.

19. Vitamins--any of a group of organic substances other than proteins, carbohydrates, fats, minerals, and organic salts which are essential for normal metabolism, growth, and development of the body.

20. Water soluble vitamins--the B-complex vitamins and vitamin C.

INSTRUCTION SHEET II

DIETS--TERMINOLOGY

1. Bland diet--a diet that is a series of diets, mild in flavor and easy to digest; omits spicy foods.

2. Diabetic diet--a diet that is a precise balance of carbohydrates, protein, and fats which meets the needs of the individual patient.

3. Dietary modification--change in a regulated food allowance.

4. Diet therapy--treatment for illness by diet administration.

5. Elimination diet--a diet that is based on the patient's history of food sensitiveness and the results of skin tests. The diet is found to relieve the patient's symptoms.

6. Fluid or liquid diet--clear: broth, tea, ginger ale; full: liquids, custard, junket, ice cream, sherbet, soft-cooked eggs.

7. High calorie diet--a diet that includes foods high in protein, minerals, and vitamins.

8. High protein diet--a diet that involves meals supplemented with high protein foods, such as meat, fish, cheese, milk, and eggs.

9. Light or soft diet--a diet of foods that are soft in consistency; no rich or strongly flavored foods that could cause distress.

10. Low calorie diet--a diet that is low in cream, butter, cereals, desserts, and fats.

11. Low cholesterol diet--a diet that is low in eggs, whole milk, and meats.

12. Low fat diet--a diet which includes foods limited in butter, cream, fats, and eggs.

13. Low residue diet--a diet that includes food low in bulk; omits foods that are difficult to digest.

14. Low sodium diet--a diet that limits foods containing sodium. No salt is allowed on tray.

15. Normal/regular diet--a diet that provides all essentials of good nourishment.

16. Reducing diet--a diet for achieving weight loss.

INSTRUCTION SHEET II, (page 2)

17. Sippy diet--the treatment of gastric ulcer by diet, checking acidity of gastric juice. Small amounts of milk and cream are recommended every hour and alkaline powders every half hour.

18. Sodium-restricted diet--a diet with a limitation on foods containing sodium and none is allowed on tray.

19. Soft (mechanical) diet--a diet that includes the same foods as for normal, but the foods are chopped or stained.

20. Tube feeding--a diet that is a milk formula or a liquified form of meats, vegetables, etc., administered to the patient through a nasogastric tube.

CHECK-OUT ACTIVITY SHEET I

DIETARY TERMINOLOGY

Directions: Match each term listed below with its correct definition or description. Return the test to your instructor for evaluation.

TERMS	DEFINITIONS OR DESCRIPTIONS
_____ 1. Bulk or roughage	a. The building blocks of which proteins are constructed.
_____ 2. Diarrhea	b. Indigestible fiber of fruits, vegetables, and cereals which acts as a stimulant to aid intestinal peristalsis.
_____ 3. Bland diet	c. A nutrient that provides energy.
_____ 4. Water soluble vitamins	d. Protein containing all the essential amino acids.
_____ 5. Dumping syndrome	e. Vitamins A, C, and E.
_____ 6. Incomplete protein	f. Protein lacking one or more of the essential amino acids.
_____ 7. Low cholesterol diet	g. The process of planning balanced meals.
_____ 8. Menu planning	h. Recommended Daily Dietary Allowances.
_____ 9. Amino acids	i. The B-complex vitamins and Vitamin C.
_____10. Normal/regular diet	j. A diet that is a series of diets, mild in flavor and easy to digest.
_____11. Anorexia nervosa	k. A diet that is low in eggs, whole milk, and meats.
_____12. RDA	l. A diet that involves food that is low in bulk.
_____13. Sippy diet	m. A diet that limits foods containing sodium.
_____14. Flatulent	n. A diet that provides all the essentials of good nourishment.
_____15. Low residue diet	
_____16. Carbohydrates	
_____17. Complete protein	
_____18. Malnutrition	
_____19. Fat soluble vitamins	
_____20. Low sodium diet	

CHECK-OUT ACTIVITY SHEET I, (page 2)

o. A diet that is treatment for gastric ulcers.

p. An illness that is a result of the loss of appetite for food which is not explainable by local disease.

q. The frequent passage of watery bowel movements.

r. A condition characterized by sweating and weakness after eating.

s. Affected with or caused by gas in the alimentary tract.

t. A lack of the necessary or proper food substances in the body or improper absorption and distribution of them.

CHECK-OUT ACTIVITY SHEET I

DIETARY TERMINOLOGY

ANSWERS

1. b
2. q
3. j
4. i
5. r
6. f
7. k
8. g
9. a
10. n
11. p
12. h
13. o
14. s
15. l
16. c
17. d
18. t
19. e
20. m

CHECK-OUT ACTIVITY SHEET II*

DIETARY DEPARTMENT ABBREVIATIONS

Directions: Write the correct word(s) or phrase for each abbreviation listed below. Return the test to your instructor for evaluation.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

* NOTE TO THE INSTRUCTOR: For this Check-Out Activity, supply abbreviations for terms used in the dietary department of the clinical facility.

CHECK-OUT ACTIVITY SHEET II

DIETARY DEPARTMENT ABBREVIATIONS

ANSWERS

The answers will depend on the words and abbreviations used in the dietary department of the clinical facility.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

INSTRUCTOR'S FINAL CHECKLIST

LEARNING DIETARY TERMINOLOGY

The student should be evaluated according to the performance ratings in the box. Indicate on a separate sheet of paper whether the student's performance for each item is Fully Accomplished, Partially Accomplished, Not Accomplished, or under certain circumstances, Not Applicable.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will decide which learning activities must be repeated.

Fully Accomplished	Partially Accomplished	Not Accomplished	Not Applicable

(1) The student matched each dietary term with its definition or description with at least 90% accuracy..... [ ] [ ] [ ] [ ]

(2) The student wrote the word(s) or phrase for each abbreviation with at least 90% accuracy..... [ ] [ ] [ ] [ ]

SERVING THE PATIENT

OBJECTIVE

Provided a patient and a food tray, serve the food tray. Your performance will be rated by the Instructor's Final Checklist. All items on the checklist must be fully accomplished.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I SERVING THE PATIENT'S FOOD TRAY	2
Student Self-Check	
I SERVING THE PATIENT	4
Instructor's Final Checklist	
SERVING THE PATIENT	6

CHECK-OUT ACTIVITY

You will be provided a patient and a food tray. Serve the food tray.

RECOMMENDED REFERENCE

Hospital Research and Educational Trust, Being a Food Service Worker--Student Manual. Bowie, MD: Robert J. Brady Company, 1967.

SERVING THE PATIENT

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		RECOMMENDED REFERENCE Hospital Research and Educational Trust, Being a Food Service Worker--Student Manual, Chapter 16, pp. 1-7.	
2	Review the Instruction Sheet with the students.		
3	Explain the tray delivery and patient service procedures for the health care facility. You may want to review the section on patient service (in the reference Instructor's Manual) for additional information or activities.	TEACHER'S REFERENCE Hospital Research and Educational Trust, Being a Food Service Worker--Instructor's Manual, Lesson 16, pp. 1-4.	
4	Student Self-Check		
5	Have the following items readily available for student use: --Procedures for serving isolation trays in the health care facility. --Procedures for serving delayed trays in the health care facility. --Procedures for serving guest trays in the health care facility. Have the students practice serving food trays.	--Patient --Food tray --Hospital bed --Patient's table	

SERVING THE PATIENT

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6	Have the students check out on serving the patient's food tray.	--Patient --Food tray --Hospital bed --Patient's table	
	Use the Instructor's Final Checklist for checking each student's performance.	--Copies of the Instructor's Final Checklist. (A Master Copy is provided in this section of the manual.)	

INSTRUCTOR'S FINAL CHECKLIST

SERVING THE PATIENT

The student should be evaluated according to the performance ratings in the box. Indicate on a separate sheet of paper whether the student's performance for each item is Fully Accomplished, Partially Accomplished, Not Accomplished, or under certain circumstances, Not Applicable.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will decide which learning activities must be repeated.

Fully Accomplished	Partially Accomplished	Not Accomplished	Not Applicable

In serving the patient's food tray, the student:

a.	Identified the patient	[ ]	[ ]	[ ]	[ ]
b.	Served the correct food tray	[ ]	[ ]	[ ]	[ ]
c.	Addressed the patient by name	[ ]	[ ]	[ ]	[ ]
d.	Checked to be sure that all items were on the food tray	[ ]	[ ]	[ ]	[ ]
e.	Set the food tray on the patient's table so that it was easy for him/her to reach	[ ]	[ ]	[ ]	[ ]
f.	Washed hands as necessary	[ ]	[ ]	[ ]	[ ]
g.	Listened attentively to any comments or complaints	[ ]	[ ]	[ ]	[ ]
h.	Reported any complaints to the supervisor ...	[ ]	[ ]	[ ]	[ ]
i.	Informed the nurse of any services the patient needed or requested	[ ]	[ ]	[ ]	[ ]
j.	Followed the prescribed procedures of the health care facility for:				
	--Isolation trays	[ ]	[ ]	[ ]	[ ]
	--Delayed trays	[ ]	[ ]	[ ]	[ ]
	--Guest or visitor trays	[ ]	[ ]	[ ]	[ ]
k.	Observed each tray for significant amounts of food eaten, if assigned to do so	[ ]	[ ]	[ ]	[ ]
l.	Displayed a friendly and courteous attitude	[ ]	[ ]	[ ]	[ ]
m.	Did not serve the NPO (nothing by mouth) patient	[ ]	[ ]	[ ]	[ ]

PREPARING PATIENT TRAYS

OBJECTIVE

Given access to the necessary supplies and equipment, set up patient trays. Your performance will be rated by the Instructor's Final Checklist. All items on the checklist must be fully accomplished.

CONTENTS OF MODULE

Instructor's Final Checklist	Learning Activity Number
PREPARING PATIENT TRAYS	6

CHECK-OUT ACTIVITY

Your instructor or supervisor will provide instructions for setting up patient trays and access to the necessary supplies and equipment. Prepare patient trays.

RECOMMENDED REFERENCE

Hospital Research and Educational Trust, Being a Food Service Worker--Student Manual. Bowie, MD: Robert J. Brady Company, 1967.

PREPARING PATIENT TRAYS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		RECOMMENDED REFERENCE Hospital Research and Education Trust, Being a Food Service Worker--Student Manual, Chapter 6, pp. 10-16.	
2	You may need to discuss the diet manual or sheets with the students.	--A dietary department's diet manual or diet sheets.	
3		RECOMMENDED REFERENCE Hospital Research and Educational Trust, Being a Food Service Worker--Student Manual, Chapter 15, pp. 1-7.	
4	Provide an opportunity for the students to observe trays being prepared by personnel in the dietary department. Encourage the students to take notes as they observe trays being set up. Notes should include the procedures for placing food, napkins, utensils, and the beverages on the tray.		
5	Have the students practice preparing patient food trays.	--Foods --Food preparation equipment --Food service equipment	

PREPARING PATIENT TRAYS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6	Have the students' check out on preparing patient trays. Use the Instructor's Final Checklist to check each student's performance. NOTE: You may need to modify the Instructor's Final Checklist since institutions have different methods and procedures for preparing patient trays.	--Foods --Food preparation equipment --Food service equipment --Copies of the Instructor's Final Checklist. (A Master Copy is provided in this section of the manual.)	

INSTRUCTOR'S FINAL CHECKLIST

PREPARING PATIENT TRAYS

The student should be evaluated according to the performance ratings in the box. Indicate on a separate sheet of paper whether the student's performance for each item is Fully Accomplished, Partially Accomplished, Not Accomplished, or under certain circumstances, Not Applicable.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will decide which learning activities must be repeated.

Fully Accomplished	Partially Accomplished	Not Accomplished	Not Applicable

When preparing patient trays, the student:

a.	Washed hands	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
b.	Wore proper clothing according to the facility's regulations	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
c.	Interpreted tray cards	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
d.	Placed food in proper place on trays	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
e.	Placed correct portions of food on trays	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
f.	Arranged food attractively and neatly	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
g.	Used proper technique in handling food	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
h.	Placed correct foods on tray according to indicated diet	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
i.	Followed each patient's menu selection	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

PREPARING DIETARY SUPPLEMENTS

OBJECTIVE

Given a recipe for a dietary supplement and access to the necessary equipment and supplies, prepare the supplement. Your performance will be rated by the Instructor's Final Checklist. All items on the checklist must be fully accomplished.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I PREPARING DIETARY SUPPLEMENTS	4
Student Self-Check	
I DIETARY SUPPLEMENTS	5
Instructor's Final Checklist	
PREPARING DIETARY SUPPLEMENTS	10

CHECK-OUT ACTIVITY

Your instructor will provide a recipe for a dietary supplement and access to the necessary equipment and supplies. Prepare the dietary supplement.

RECOMMENDED REFERENCE

Hospital Research and Educational Trust, Being a Food Service Worker--Student Manual. Bowie, MD: Robert J. Brady Company, 1967.

PREPARING DIETARY SUPPLEMENTS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		RECOMMENDED REFERENCE Hospital Research and Educational Trust, Being a Food Service Worker--Student Manual, Chapter 9, pp. 1-12.	
2		RECOMMENDED REFERENCE Hospital Research and Educational Trust, Being a Food Service Worker--Student Manual, Chapter 10, pp. 1-8.	
3		RECOMMENDED REFERENCE Hospital Research and Educational Trust, Being a Food Service Worker--Student Manual, Chapter 11, pp. 1-11.	
4			
5	Student Self-Check		
6	Provide an opportunity for the students to observe personnel in the dietary department prepare dietary supplements.		
7-8	The student should learn the operation and maintenance of the electric and gas ranges, microwave ovens, ice makers, and any other equipment used in the preparation of dietary supplements.	--Manufacturer's use-and-care manuals for the kitchen equipment.	

PREPARING DIETARY SUPPLEMENTS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
9	Have the students practice preparing dietary supplements.	--Recipe --Food supply --Food preparation equipment	
10	Have the students check out on preparing dietary supplements. Use the Instructor's Final Checklist to evaluate each student's performance.	--Food supply --Food preparation equipment --Recipe --Copies of the Instructor's Final Checklist. (A Master Copy is provided in this section of the manual.)	

INSTRUCTOR'S FINAL CHECKLIST

PREPARING DIETARY SUPPLEMENTS

The student should be evaluated according to the performance ratings in the box. Indicate on a separate sheet of paper whether the student's performance for each item is Fully Accomplished, Partially Accomplished, Not Accomplished, or under certain circumstances, Not Applicable.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will decide which learning activities must be repeated.

Fully Accomplished	Partially Accomplished	Not Accomplished	Not Applicable

When preparing dietary supplements, the student:

a.	Followed the supervisor's orders in preparing the dietary supplement	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
b.	Obtained a suitable recipe	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
c.	Assembled the necessary equipment and supplies	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
d.	Measured each ingredient exactly	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
e.	Followed the procedures outlined in the recipe	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
f.	Observed safety rules and procedures	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
g.	Used proper sanitation methods	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
h.	Cleaned work area after food preparation	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

The dietary supplement prepared by the student was:

a.	The correct temperature	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
b.	The correct consistency	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
c.	Free of lumps or undissolved particles	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
d.	Attractive in appearance	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
e.	Placed in the correct container	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
f.	Not overcooked or burned	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

RECOMMENDED REFERENCES LISTING FOR THE DIETARY AIDE MODULES

On the following pages, you will find a listing of the recommended references for the dietary aide modules. These references are listed by module number and by learning activity number. The assigned readings must be posted for the students to use when they are going through the modules.

You may add additional readings to the listing or you may make substitutions. Where a recommended reference is specified, the student must often read the pages specified in order to be able to check out of the module. This is especially true when the check-out activity is a written test that is built around information provided in the module and in the specified pages of the recommended references. Be sure to develop the written test based on the information you require the students to read.

Additional references may also be suggested in the Instructor's Guide Sheets. They may provide complementary information at a more in-depth level or on a more basic level. You should determine which of the additional references you have available and post assignments according to the needs of your students. Either add the references to the RECOMMENDED REFERENCES LISTING. . . as additional readings or make a supplementary listing to post.

DIETARY AIDE MODULES

MODULE NUMBER	LA #	RECOMMENDED REFERENCES
HS-DI-1	2	TOPIC: The role of the food service worker in the hospital organization and about general employment policies Hospital Research and Educational Trust, Being a Food Service Worker--Student Manual, Chapter 1, pp. 1-9.
	4	TOPIC: The organization of the dietary department of a hospital and the job descriptions of the food service workers. Hospital Research and Educational Trust, Being a Food Service Worker--Student Manual, Chapter 1, pp. 10-18.
HS-DI-2	1	TOPIC: Digestive processes, nutrition, and the balanced diet Medved, The World of Food. AND Taber's Cyclopedic Medical Dictionary.
	2	TOPIC: Diets Hospital Research and Educational Trust, Being a Food Service Worker--Student Manual. AND Taber's Cyclopedic Medical Dictionary.
	3	TOPIC: Dietary problems Taber's Cyclopedic Medical Dictionary.

DIETARY AIDE MODULES

MODULE NUMBER	LA #	RECOMMENDED REFERENCES
HS-DI-3	1	TOPIC: Patient service during mealtime Hospital Research and Educational Trust, Being a Food Service Worker--Student Manual, Chapter 16, pp. 1-7.
HS-DI-4	1	TOPIC: Varieties of diets, nourishments and supplementary feedings, and interpreting menus Hospital Research and Educational Trust, Being a Food Service Worker--Student Worker, Chapter 6, pp. 10-16.
	3	TOPIC: Patient tray preparation and the coordination and dispatch of food carts Hospital Research and Educational Trust, Being a Food Service Worker--Student Manual, Chapter 15, pp. 1-7.
HS-DI-5	1	TOPIC: Recipes, weights and measures, tools and utensils, portion control, tasting, and food cost Hospital Research and Educational Trust, Being a Food Service Worker--Student Manual, Chapter 9, pp. 1-12.
	2	TOPIC: Preparation of salads, sandwiches, juices, desserts, and fruits Hospital Research and Educational Trust, Being a Food Service Worker--Student Manual, Chapter 10, pp. 1-8.
	3	TOPIC: The preparation of hot foods, the methods of cooking, basic categories of hot foods, and temperature protection. Hospital Research and Educational Trust, Being a Food Service Worker--Student Manual, Chapter 11, pp. 1-11.

KY8313308

HEALTH SERVICES

CLINCIAL

DIETARY AIDE

INSTRUCTOR'S PACKAGE

MODULES HS-DI 1-5

STUDENT PACKAGE

Kentucky Department of Education
Printed With State Funds

Health Services: Clinical

LEARNING ABOUT DIETARY CAREERS

INTRODUCTION

Proper nutrition is a vital component of a patient's treatment. Dietetics, the field associated with nutrition, is a rapidly growing occupational field with a variety of career choices. In this module, you will learn about different careers in the field of dietary services.

DIRECTIONS

Read the objective below. If you think that you are already able to perform the task, read the Check-Out Activity on the back cover. Then either arrange with your instructor about doing the Check-Out Activity,

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a test about dietary careers, answer the questions. The test must be completed with 100% accuracy.

Kentucky Department of Education
Raymond Barber, Superintendent of Public Instruction
1983-84

VOCABULARY

Clinical--involving direct observation of the patient.

Credential--something that gives a title to credit or confidence.

Dietetics--the science or art of applying the principles of nutrition to feeding.

Food science--the study of food.

Internship--the supervised practical experience that an advanced student receives in a professional field.

Nutrition--the study of nutrients and how the body uses them.

The development of this material is the result of a cooperative effort between the Bureau of Vocational Education and the Office of Research and Planning, Kentucky Department of Education. The Kentucky Department of Education does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex or handicap. This publication was printed with state funds.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, DIETARY CAREERS.

   (or)_____

2. READ about the role of the food service worker in the hospital organization and about general employment policies using the reference(s) provided by your instructor.

   (or)_____

3. COMPLETE Student Self-Check I, DIETARY CAREERS.

4. READ and STUDY about the organization of the dietary department of a hospital and the job descriptions of the food service workers using the reference(s) provided by your instructor.

   (or)_____

5. DRAW an organization chart for a dietary department in a health care facility (hospital or nursing home). HAVE your instructor check your work for completeness and accuracy. (Your instructor will provide further instructions for this activity.)

   (or)_____

6. COMPLETE Student Self-Check II, THE DIETARY DEPARTMENT OF THE HEALTH CARE FACILITY.

7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITY listed on the back cover.

INSTRUCTION SHEET I

DIETARY CAREERS*

The field of dietary careers includes occupations concerned with the application of the principles of nutrition to plan and supervise the preparation and serving of meals. It includes planning menus and diets for special nutritional requirements; participating in research; and/or instructing in the area of nutrition. In this Instruction Sheet, you will learn about the following dietary careers:

--the registered dietitian (RD)
--the dietetic technician
--the dietetic assistant
--the dietetic aide
--the dietetic clerk

The Registered Dietitian

A bachelor's degree, preferably with a major in foods and nutrition or institution management, is the basic educational requirement for dietitians. For a dietitian to quality for professional recognition, the American Dietetic Association (ADA) recommends the completion of a dietetic internship or an approved individual traineeship program. The internship lasts from six to twelve months. The traineeship program lasts from one to two years. Both programs combine clinical experience under a qualified dietitian with some classroom work.

Persons meeting the qualifications established by the ADA's Commission on Dietetic Registration can become registered dietitians (R.D.'s). Registration with the ADA is acknowledgement of a dietitian's competence.

Persons who plan to become dietitians should have organizational and administrative ability, as well as high scientific aptitude, and they should be able to work well with a variety of people. Among the courses recommended for high school students interested in careers as dietitians are home economics, business and administration, biology, health, mathematics, and chemistry.

The dietitian may choose to specialize in any one of several major areas of dietetics: administration, clinical, community, consultive services, education, or research. The following paragraphs briefly describe the responsibilities of these dietitians.

The administrative dietitian applies the principles of nutrition and sound management to large-scale meal planning and preparation, such as that done in hospitals, universities, schools, and other institutions. His/her responsibilities include the following tasks:

INSTRUCTION SHEET I, (page 2)

--Supervises the planning, preparation, and service of meals.
--Selects, trains, and directs food service supervisors and workers.
--Budgets for and purchases food, equipment, and supplies.
--Enforces sanitary and safety regulations.
--Prepares records and reports.

The clinical dietician is sometimes called the therapeutic dietician. His/her tasks include the following:

--Plans diets.
--Supervises the service of meals to meet the nutritional needs of patients in hospitals, nursing homes, or clinics.
--Confers with doctors and other members of the health care team about patients' nutritional care.
--Instructs patients and their families on the requirements and importance of their diets.
--Suggests ways for patients to keep on their diets after leaving the hospital or clinic.

The community dietitian may be employed by a public health agency and be designated as a nutritionist. Nutritionists may counsel individuals and groups on sound nutrition practices to maintain and improve health or they may engage in teaching and research. This work covers such areas as special diets, meal planning and preparation, and food budgeting and purchasing. Nutritionists in community health may be responsible for the nutrition components of preventive health and medical care services. This includes: planning, developing, coordinating, and administering a nutrition program or a nutrition component as an integral part of a community health program. Nutritionists work in such diverse areas as food industries, educational and health facilities, and agriculture and welfare agencies, both public and private.

An increasing number of dietitians work as consultants to hospitals and to health-related facilities. Others act as consultants to commercial enterprises, including food processors and equipment manufacturers.

The dietetic educator teaches dietetics to dietetic, medical, dental, and nursing students, and to interns, residents, and other members of the health care team. They usually work in medical and educational institutions.

The research dietitian is usually employed in medical centers or education facilities, but also may work in community health programs. The research dietitian:

--Conducts, evaluates, and interprets research to improve the nutrition of both healthy and sick people.

INSTRUCTION SHEET I, (page 3)

The Dietetic Technician

Working under the supervision of the dietitian, the dietetic technician specializes in food administration and/or nutrition as it relates to diet therapy. If working in food administration, the technician's responsibilities may include:

--Preparing meals.
--Developing recipes.
--Managing a cafeteria.
--Training personnel.

If the technician specializes in nutrition as it relates to diet therapy, he/she has the following responsibilities:

--Takes diet histories.
--Calculates nutritional problems.
--Evaluates nutritional problems.
--Teaches the principles of nutrition to patients.
--Visits and observes patients to evaluate their nutritional care.

To become a dietetic technician, one must complete a two-year associate degree program that is approved by the American Dietetic Association.

The Dietetic Assistant

The dietetic assistant must complete a program that meets the requirements of the American Dietetic Association. The dietetic assistant is sometimes called a food service supervisor. He/she works under the supervision of a dietetic technician or a dietitian. The duties of this occupation varies depending on the size and the needs of the health care facility in which employed. These duties may include:

--Ordering food and supplies.
--Supervising employees such as the cooks.
--Training new employees.
--Overseeing the delivery of meals to patients and personnel.

The Dietetic or Dietary Aide

Preparation for the career of dietetic or dietary aide may take place in high school, vocational-technical school, or on the job. The dietetic aide is trained to work under the supervision of a dietetic assistant, a dietetic technician, or a dietitian. He/she helps the staff in the dietary department of the health care facility by performing nontechnical duties that are essential to the proper functioning of the department.

INSTRUCTION SHEET I, (page 4)

The Dietetic Clerk

The dietetic or diet clerk does not have to have special educational preparation to perform the job except for high school business courses. The work is taught on the job in the dietary department. The dietetic clerk's duties include bookkeeping, purchasing, and other general office work.

*Adapted from the Occupational Outlook Handbook, Bureau of Labor Statistics, Bulletin 1955. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1978.

STUDENT SELF-CHECK I

DIETARY CAREERS

Directions: Complete the following statements on a separate sheet of paper. Check your answers with those provided on page 10.

1. The _____ is the nationally recognized accrediting agency for dietetic personnel.

2. A _____ _____ is a professionally-trained person who provides nutritional care of some type to individuals or groups of individuals.

3. Name three of the major areas of dietetics.

4. The dietetic technician is a graduate of a _____ or _____ program.

5. The _____ _____ is trained to work under the supervision of a dietetic assistant, a dietetic technician, or a dietetian.

STUDENT SELF-CHECK II

THE DIETARY DEPARTMENT OF THE HEALTH CARE FACILITY

Directions: Answer the following questions on a separate sheet of paper. Check your answers with those provided on page 16.

1. What is the basic purpose of the dietary department?

2. List five jobs in the dietary and food service departments.

STUDENT SELF-CHECK I

DIETARY CAREERS

ANSWER KEY

1. American Dietetics Association (ADA)
2. Registered dietetian (RD)
3. Any three of the following:

   --Administration
   --Clinical
   --Community
   --Consultive services
   --Education
   --Research

4. Two-year or associate degree program
5. Dietetic aide

STUDENT SELF-CHECK II

THE DIETARY DEPARTMENT OF THE HEALTH CARE FACILITY

ANSWER KEY

1. To serve appetizing, nutritious food to the patients.
2. --Cook
   --Assistant cook
   --Food service workers (production area, produce preparation, tray assembler, cafeteria, dishwasher)

INSTRUCTOR'S FINAL CHECKLIST

LEARNING ABOUT DIETARY CAREERS

The student should be evaluated according to the performance ratings in the box. Indicate on a separate sheet of paper whether the student's performance for each item is Fully Accomplished, Partially Accomplished, Not Accomplished, or under certain circumstances, Not Applicable.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will decide which learning activities must be repeated.

Fully Accomplished	Partially Accomplished	Not Accomplished	Not Applicable

The student completed the Check-Out Activity Sheet, LEARNING ABOUT DIETARY CAREERS, with 100% accuracy..... [ ] [ ] [ ] [ ]

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. After you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, LEARNING ABOUT DIETARY CAREERS.

Obtain a copy of the Check-Out Activity Sheet, LEARNING ABOUT DIETARY CAREERS, from your instructor. Complete the test and return it to your instructor for evaluation.

Health Services: Clinical

LEARNING DIETARY TERMINOLOGY

INTRODUCTION

Dietetics has become a very specialized field. In order to function effectively in a dietary department of a health care facility, if is necessary to know and understand the meanings of commonly used terms and abbreviations. In this module, you will learn dietary terminology.

DIRECTIONS

Read the objectives below. If you think that you are already able to perform these tasks, read the Check-Out Activities on the back cover. Then either arrange with your instructor about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVES

(1) Given a list of commonly used dietary terms and a list of definitions or descriptions, match each term with its correct definition or description. This activity must be completed with at least 90% accuracy.

(2) Given a list of dietary department abbreviations, write the correct word(s) or phrase for each abbreviation. This activity must be completed with at least 90% accuracy.

Kentucky Department of Education
Raymond Barber, Superintendent of Public Instruction
1983-84

LEARNING ACTIVITIES

1. RESEARCH the definition or description for the terms listed in Instruction Sheet I, DIGESTIVE PROCESSES, NUTRITION, AND THE BALANCED DIET, using the reference(s) provided by your instructor.

   (or) _____

2. RESEARCH the definition or description for the terms listed on Instruction Sheet II, DIETS--TERMINOLOGY, using the reference(s) provided by your instructor.

   (or) _____

3. RESEARCH the definition or descriptions for the terms listed on Instruction Sheet III, DIETARY PROBLEMS, using the reference(s) provided by your instructor.

   (or) _____

4. OBTAIN and STUDY the list of abbreviations used in the dietary department of your clinical facility. Using a separate sheet of paper, COMPLETE the exercise provided in the recommended reference. (Your instructor will provide further instruction.)

   (or) _____

5. COMPLETE Student Self-Check I, DIETARY TERMINOLOGY.

6. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the back cover.

The development of this material is the result of a cooperative effort between the Bureau of Vocational Education and the Office of Research and Planning, Kentucky Department of Education. The Kentucky Department of Education does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex or handicap. This publication was printed with state funds.

INSTRUCTION SHEET I

DIGESTIVE PROCESSES, NUTRITION, AND THE BALANCED DIET

Directions: Research the definitions or descriptions of the following terms using the reference(s) provided by your instructor. Write the terms and the definitions or descriptions on a separate sheet of paper. Check your definitions or descriptions with those on a vocabulary listing provided by your instructor.

1. Amino acids
2. Balanced diet
3. Bulk or roughage
4. Calorie
5. Carbohydrates
6. Complete protein
7. Daily Food Guide
8. Digestion
9. Elimination
10. Enzyme
11. Fat soluble vitamins
12. Incomplete protein
13. Menu planning
14. Metabolism (anabolism and catabolism)
15. Minerals
16. Nutrients
17. Nutrition
18. Recommended Daily Dietary Allowances (RDA)
19. Vitamins
20. Water soluble vitamins

INSTRUCTION SHEET II

DIETS--TERMINOLOGY

Directions: Research the definitions or descriptions of the following terms using the reference(s) provided by your instructor. Write the terms and the definitions or descriptions on a separate sheet of paper. Check your definitions or descriptions with those on a vocabulary listing provided by your instructor.

1. Bland diet
2. Diabetic diet
3. Dietary modification
4. Diet therapy
5. Elimination diet
6. Fluid or liquid diet
7. High calorie diet
8. High protein diet
9. Light or soft diet
10. Low calorie diet
11. Low cholesterol diet
12. Low fat diet
13. Low residue diet
14. Low sodium diet
15. Normal/regular diet
16. Reducing diet
17. Sippy diet
18. Sodium-restricted diet
19. Soft (mechanical) diet
20. Tube feeding

INSTRUCTION SHEET III

DIETARY PROBLEMS

Directions: Research the definitions or descriptions of the following terms using the reference(s) provided by your instructor. Write the terms and the definitions or descriptions on a separate sheet of paper. Check your definitions or descriptions with those on a vocabulary listing provided by your instructor.

1. Anorexia nervosa
2. Constipation
3. Diarrhea
4. Dumping syndrome
5. Dysentery
6. Flatulent
7. Food poisoning
8. Goiter
9. Iron deficiency anemia
10. Malnutrition
11. Obese
12. Overweight
13. PKU
14. Scurvy

STUDENT SELF-CHECK 1

DIETARY TERMINOLOGY

Directions: Complete the following statements on a separate sheet of paper. Check your answers with those provided on page 7.

1. A _____ diet is adequate in energy-providing substances, tissue-building compounds, inorganic chemicals, and substances for certain physiological processes.

2. The _____ _____ _____ is a list of foods needed from the five food groups.

3. Recommendations for the amounts of nutrients that should be eaten daily are called _____ _____ _____ _____.

4. A _____ diet is a series of diets that are mild in flavor and easy to digest.

5. Foods that are high in protein, minerals, and vitamins are _____ _____ diets.

6. _____ _____ diets include foods that are limited in butter, cream, fats, and eggs.

7. The _____ diet is the treatment for a gastric ulcer.

8. _____ _____ is the loss of appetite for food which is not explainable by local disease.

STUDENT SELF-CHECK I

DIETARY TERMINOLOGY

ANSWER KEY

1. balanced diet
2. Daily Food Guide
3. Recommended Daily Dietary Allowances
4. bland
5. high calorie
6. low fat
7. supply
8. anorexia nervosa

INSTRUCTOR'S FINAL CHECKLIST

LEARNING DIETARY TERMINOLOGY

The student should be evaluated according to the performance ratings in the box. Indicate on a separate sheet of paper whether the student's performance for each item is Fully Accomplished, Partially Accomplished, Not Accomplished, or under certain circumstances, Not Applicable.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will decide which learning activities must be repeated.

Fully Accomplished	Partially Accomplished	Not Accomplished	Not Applicable

(1) The student matched each dietary term with its definition or description with at least 90% accuracy..... [ ] [ ] [ ] [ ]

(2) The student wrote the word(s) or phrase for each abbreviation with at least 90% accuracy..... [ ] [ ] [ ] [ ]

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. As you go through each activity, your instructor will rate your performance using the Instructor's Final Checklist, LEARNING DIETARY TERMINOLOGY.

(1) Your instructor will provide a list of commonly used dietary terms and a list of definitions or descriptions. Match each term with its correct definition or description.

(2) Your instructor will provide a list of dietary department abbreviations. Write the correct word(s) or phrase for each abbreviation.

Health Services: Clinical

SERVING THE PATIENT

INTRODUCTION

The primary goal of the dietary department in the health care facility is to assist each patient with gaining or maintaining adequate nutrition. Serving a patient's food tray is a very important means for achieving this goal. In this module, you will learn how to prepare a patient for mealtime and how to serve the food tray.

DIRECTIONS

Read the objective below. If you think you are already able to perform the task, read the Check-Out Activity on the back cover. Then either arrange with your instructor about doing the Check-Out Activity,

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Provided a patient and a food tray, serve the food tray. Your performance will be rated by the Instructor's Final Checklist. All items on the checklist must be fully accomplished.

Kentucky Department of Education
Raymond Barber, Superintendent of Public Instruction
1983-84

LEARNING ACTIVITIES

1. READ about patient service during mealtime in the reference(s) provided by your instructor. WRITE down points that you should practice when serving a food tray.

   (or)_____

2. STUDY Instruction Sheet I, SERVING THE PATIENT'S FOOD TRAY.

   (or)_____

3. LISTEN to your instructor or supervisor explain the tray delivery in your health care facility.

   (or)_____

4. COMPLETE Student Self-Check I, SERVING THE PATIENT.

5. OBTAIN and READ a copy of the procedures for serving isolation trays, delayed trays, and guest trays in your health care facility. PRACTICE serving patients' trays.

   (or)_____

6. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITY listed on the back cover.

The development of this material is the result of a cooperative effort between the Bureau of Vocational Education and the Office of Research and Planning, Kentucky Department of Education. The Kentucky Department of Education does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex or handicap. This publication was printed with state funds.

INSTRUCTION SHEET i

SERVING THE PATIENT'S FOOD TRAY

The basic steps for the dietary aide to follow when serving a patient's food tray are provided below. Study the steps carefully.

1. As you enter the patient's room, check the name on the door and on the bed tag (or above the bed) to make sure it corresponds to the name on the dietary card.

   NOTE: Do not serve the patient who has an NPO (nothing by mouth) sign on the door or above the bed. Check with your supervisor if a tray has been sent from the kitchen.

2. Address the patient by name, e.g., "Miss Jane Doe."

3. Check to be sure that all items--silverware, napkins, foods, etc.-- are on the food tray.

4. Set the food tray on the patient's table. Be sure the tray is convenient for the patient to reach.

   NOTE: If a nurse is not immediately available to feed a small child, set the food tray in a safe location.

5. Wash your hands if you adjust the patient's table or touch anything in the patient's room.

6. Listen attentively to any comments or complaints. Report them to your supervisor.

7. Inform the nurse of any services the patient needs or requests.

8. Follow the prescribed procedures of your health care facility for:
   --Isolation trays.
   --Delayed trays.
   --Guest's or visitor's trays.

9. If you are responsible for tray removal, observe each tray for significant amounts of food eaten. Report observations as necessary. For example, the diabetic patient who has eaten a small amount or nothing from his/her food tray may have serious complications. This observation should be reported to a supervisor.

10. Always be friendly and courteous to patients.

STUDENT SELF-CHECK 1

SERVING THE PATIENT

Directions: On a separate sheet of paper, answer the following questions. Compare your answers with those on page 5.

1. NPO means _____.
2. _____ your hands if you have to touch anything in the patient's room.
3. Set the tray for a small child in a _____ spot.
4. Always _____ the patient before serving a tray.
5. _____ the patient by name when serving a tray.
6. _____ any complaints to your supervisor.
7. _____ the prescribed isolation procedures of your institution.
8. A _____ tray is served at a time other than regular meal times.

Student Self-Check I

SERVING THE PATIENT

ANSWER KEY

1. nothing by mouth
2. Wash
3. safe
4. identify
5. Address
6. Report
7. Follow
8. delayed

INSTRUCTOR'S FINAL CHECKLIST

SERVING THE PATIENT

The student should be evaluated according to the performance ratings in the box. Indicate on a separate sheet of paper whether the student's performance for each item is Fully Accomplished, Partially Accomplished, Not Accomplished, or under certain circumstances, Not Applicable.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will decide which learning activities must be repeated.

Fully Accomplished	Partially Accomplished	Not Accomplished	Not Applicable

In serving the patient's food tray, the student:

a.	Identified the patient	[ ]	[ ]	[ ]	[ ]
b.	Served the correct food tray	[ ]	[ ]	[ ]	[ ]
c.	Addressed the patient by name	[ ]	[ ]	[ ]	[ ]
d.	Checked to be sure that all items were on the food tray	[ ]	[ ]	[ ]	[ ]
e.	Set the food tray on the patient's table so that it was easy for him/her to reach	[ ]	[ ]	[ ]	[ ]
f.	Washed hands as necessary	[ ]	[ ]	[ ]	[ ]
g.	Listened attentively to any comments or complaints	[ ]	[ ]	[ ]	[ ]
h.	Reported any complaints to the supervisor ...	[ ]	[ ]	[ ]	[ ]
i.	Informed the nurse of any services the patient needed or requested	[ ]	[ ]	[ ]	[ ]
j.	Followed the prescribed procedures of the health care facility for:				
	--Isolation trays	[ ]	[ ]	[ ]	[ ]
	--Delayed trays	[ ]	[ ]	[ ]	[ ]
	--Guest or visitor trays	[ ]	[ ]	[ ]	[ ]
k.	Observed each tray for significant amounts of food eaten, if assigned to do so	[ ]	[ ]	[ ]	[ ]
l.	Displayed a friendly and courteous attitude	[ ]	[ ]	[ ]	[ ]
m.	Did not serve the NPO (nothing by mouth) patient	[ ]	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. As you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, SERVING THE PATIENT.

You will be provided a patient and a food tray. Serve the food tray.

Health Services: Clinical

PREPARING PATIENT TRAYS

INTRODUCTION

Tray preparation is an important task in the dietary department. In this module, you will learn how to set up trays prior to their delivery to patients' rooms.

DIRECTIONS

Before you start to work on this module, be sure you have completed Module HS-DI-2, "Learning Dietary Terminology." Then read the objective below. If you think that you are already able to perform the task, read the Check-Out Activity on the back cover. Then either arrange with your instructor about doing the Check-Out Activity,

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given access to the necessary supplies and equipment, set up patient trays. Your performance will be rated by the Instructor's Final Checklist. All items on the checklist must be fully accomplished.

Kentucky Department of Education
Raymond Barber, Superintendent of Public Instruction
1983-84

LEARNING ACTIVITIES

1. READ about varieties of diets, nourishments and supplementary feedings, and interpreting menus using the reference provided by your instructor.

   (or)_____

2. OBTAIN and STUDY a copy of your dietary department's diet manual or diet sheets which list the available diets.

   (or)_____

3. READ about patient tray preparation and the coordination and dispatch of food carts using the reference provided by your instructor.

   (or)_____

4. OBSERVE patient trays being prepared by personnel in the dietary department.

   (or)_____

5. PRACTICE preparing patient trays according to the procedures outlined for your dietary department.

6. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITY listed on the back cover.

The development of this material is the result of a cooperative effort between the Bureau of Vocational Education and the Office of Research and Planning, Kentucky Department of Education. The Kentucky Department of Education does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex or handicap. This publication was printed with state funds.

INSTRUCTOR'S FINAL CHECKLIST

PREPARING PATIENT TRAYS

The student should be evaluated according to the performance ratings in the box. Indicate on a separate sheet of paper whether the student's performance for each item is Fully Accomplished, Partially Accomplished, Not Accomplished, or under certain circumstances, Not Applicable.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will decide which learning activities must be repeated.

Fully Accomplished	Partially Accomplished	Not Accomplished	Not Applicable

When preparing patient trays, the student:

a.	Washed hands	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	
b.	Wore proper clothing according to the facility's regulations	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	
c.	Interpreted tray cards	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	
d.	Placed food in proper place on trays	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	
e.	Placed correct portions of food on trays	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	
f.	Arranged food attractively and neatly	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	
g.	Used proper technique in handling food	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	
h.	Placed correct foods on tray according to indicated diet	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	
i.	Followed each patient's menu selection	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. As you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, PREPARING PATIENT TRAYS.

Your instructor or supervisor will provide instructions for setting up patient trays and access to the necessary supplies and equipment. Prepare patient trays.

Health Services: Clinical

PREPARING DIETARY SUPPLEMENTS

INTRODUCTION

Many patients require supplemental nourishment in addition to their regular meals. In this module, you will learn how to prepare simple foods and beverages commonly used to supplement diets.

DIRECTIONS

Before you start to work on this module, be sure you have completed Module HS DI-2, "Learning Dietary Terminology." Then, read the objective below. If you think that you are already able to perform the task, read the Check-Out Activity on the back cover. Then either arrange with your instructor about doing the Check-Out Activity,

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given a recipe for a dietary supplement and access to the necessary equipment and supplies, prepare the supplement. Your performance will be rated by the Instructor's Final Checklist. All items on the checklist must be fully accomplished.

Kentucky Department of Education
Raymond Barber, Superintendent of Public Instruction
1983-84

LEARNING ACTIVITIES

1. READ about recipes, weights and measures, tools and utensils, portion control, tasting, and food cost using the reference provided by your instructor.

   (or)_____

2. READ about the preparation of salads, sandwiches, juices, desserts, and fruits using the reference provided by your instructor.

   (or)_____

3. READ about the preparation of hot foods, the methods of cooking, basic categories of hot foods, and temperature protection using the reference provided by your instructor.

   (or)_____

4. READ Instruction Sheet I, PREPARING DIETARY SUPPLEMENTS.

   (or)_____

5. COMPLETE Student Self-Check I, DIETARY SUPPLEMENTS.

6. OBSERVE dietary supplements being prepared in the dietary department of the health care facility.

   (or)_____

7. READ and STUDY the procedures for operating and maintaining the equipment utilized in preparing dietary supplements using the manufacturer's use-and-care manual(s).

   (or)_____

8. DEMONSTRATE how to safely operate the equipment utilized in preparing dietary supplements under the supervision of your instructor.

9. PRACTICE preparing dietary supplements for the dietary department of the health care facility.

10. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITY listed on the back cover.

The development of this material is the result of a cooperative effort between the Bureau of Vocational Education and the Office of Research and Planning, Kentucky Department of Education. The Kentucky Department of Education does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex or handicap. This publication was printed with state funds.

INSTRUCTION SHEET I

PREPARING DIETARY SUPPLEMENTS

Supplemental nourishment is often given to patients in hospitals, nursing homes, and other types of patient care settings. Adequate nutrition will serve to hasten a patient's recovery and will generally improve the overall well-being of the patient. Geriatric patients are probably the largest group receiving supplemental nourishment. They are quite often unable to eat large enough portions of food to ensure adequate nutrition. Therefore, supplemental nourishment is vital to their health.

In a dietary department, supplemental nourishment may range from simple items such as juices and crackers to complex items such as high protein mixtures. Each dietary department has different methods and procedures regarding supplemental nourishment. It is important that you learn the methods of your department and follow them exactly. In general, the procedures for preparing a dietary supplement include the following:

1. Follow your supervisor's orders concerning the dietary supplement.
2. Obtain a suitable recipe.
3. Assemble the necessary equipment and supplies.
4. Measure each ingredient exactly.
5. Follow the procedures outlined in the recipe.
6. Observe all safety rules and procedures.
7. Use proper sanitation methods.
8. Clean the work area after preparing the dietary supplement.

The finished product should have the following characteristics:

--Be served at the correct temperature.
--Be of the correct consistency.
--Be free of lumps or undissolved particles.
--Be attractive in appearance.
--Be placed in the correct container.
--Not be overcooked or burned.

STUDENT SELF-CHECK 1

DIETARY SUPPLEMENTS

Directions: On a separate sheet of paper, complete the following sentences. Compare your answers with those provided on page 5.

1. Geriatric patients quite often need _____.
2. A ____ should be followed precisely to assure uniform results.
3. A dietary supplement should be _____ in appearance in order to stimulate the patient's appetite.
4. A person who is _____ should not work in food preparation.
5. Cold foods may vary in temperature from room temperature to chilled to _____.
6. _____ is one of the most popular frozen desserts.
7. Anything that is served hot or warm is classified as a _____ food.
8. A _____ is used to make milkshakes.

STUDENT SELF-CHECK I

DIETARY SUPPLEMENTS

ANSWER KEY

1. dietary supplements (supplemental nourishment)
2. recipe
3. attractive
4. ill
5. frozen
6. ice cream
7. hot
8. blender

INSTRUCTOR'S FINAL CHECKLIST

PREPARING DIETARY SUPPLEMENTS

The student should be evaluated according to the performance ratings in the box. Indicate on a separate sheet of paper whether the student's performance for each item is Fully Accomplished, Partially Accomplished, Not Accomplished, or under certain circumstances, Not Applicable.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will decide which learning activities must be repeated.

Fully Accomplished	Partially Accomplished	Not Accomplished	Not Applicable

When preparing dietary supplements, the student:

a. Followed the supervisor's orders in preparing the dietary supplement	[ ]	[ ]	[ ]	[ ]
b. Obtained a suitable recipe	[ ]	[ ]	[ ]	[ ]
c. Assembled the necessary equipment and supplies	[ ]	[ ]	[ ]	[ ]
d. Measured each ingredient exactly	[ ]	[ ]	[ ]	[ ]
e. Followed the procedures outlined in the recipe	[ ]	[ ]	[ ]	[ ]
f. Observed safety rules and procedures	[ ]	[ ]	[ ]	[ ]
g. Used proper sanitation methods	[ ]	[ ]	[ ]	[ ]
h. Cleaned work area after food preparation	[ ]	[ ]	[ ]	[ ]

The dietary supplement prepared by the student was:

a. The correct temperature	[ ]	[ ]	[ ]	[ ]
b. The correct consistency	[ ]	[ ]	[ ]	[ ]
c. Free of lumps or undissolved particles	[ ]	[ ]	[ ]	[ ]
d. Attractive in appearance	[ ]	[ ]	[ ]	[ ]
e. Placed in the correct container	[ ]	[ ]	[ ]	[ ]
f. Not overcooked or burned	[ ]	[ ]	[ ]	[ ]

100

CHECK-OUT ACTIVITY

The statements below explain the activity you must be able to complete in order to finish this module. As you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, PREPARING DIETARY SUPPLEMENTS.

Your instructor will provide a recipe for a dietary supplement and access to the necessary equipment and supplies. Prepare the dietary supplement.